

**SOCIAL PRESENCE FEATURES IN GOOGLE
CLASSROOM: A STUDY ON THEIR UTILIZATION IN
ENGLISH TEACHER TRAINING IN UINSA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Haafiz Edyandy (2025) *Social Presence Features in Google Classroom: A Study on Their Utilization in English Language Teacher Training in UIN Sunan Ampel Surabaya*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.

Supervisor I: Dr. Rizka Safriyani, S.S., M.Pd. Supervisor II: H. Mokhamad Syaifudin, M.Ed, Ph.D.

Keywords: *social presence, Google Classroom, LMS, ELT, online learning*

This paper will attempt to discuss what Google Classroom features contribute to social presence and evaluate how ELT students utilise these features to maintain interaction, collaboration, and engagement in an online learning environment. This study was predetermined by the increasing popularity of the use of Learning Management Systems (LMS) in English Language Teaching (ELT) and the lack of empirical studies on the development of social presence in Google Classroom, especially in the case of the Indonesian higher education environment. The research design of this study was a qualitative one designed with classroom observation and semistructured interviews. One IMLT class with 109 students was observed, and then ten participants were selected purposely and interviewed. The themes of the analysis of the collected data were carried out based on the framework of qualitative data analysis by Creswell. The results show that Google Classroom promotes social presence in 4 key groups of features namely: (1) the Stream and comments feature to visibility and awareness, (2) public and private commenting feature to the academic communication, (3) collaborative feature of Google Docs, Slides, the Question feature to the active participation, and (4) Classwork and submission feature to the task management and feedback interaction. Besides, it also can be seen that students actively utilise these features to stay aware, interact with peers and lecturers, work together on shared documents, and handle their academic tasks. Finally, the paper also notes that the affordances of Google Classroom and the daily practise of students define the social presence in the platform. The results provide educators of ELT with practical recommendations on how to streamline LMS-based learning and have a theoretical impact on the concept of social presence in the digital learning space.

ABSTRAK

Haafiz Edyandy (2025) *Fitur Kehadiran Sosial pada Google Classroom: Studi tentang Pemanfaatannya dalam Pembelajaran Bahasa Inggris di UIN Sunan Ampel Surabaya*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

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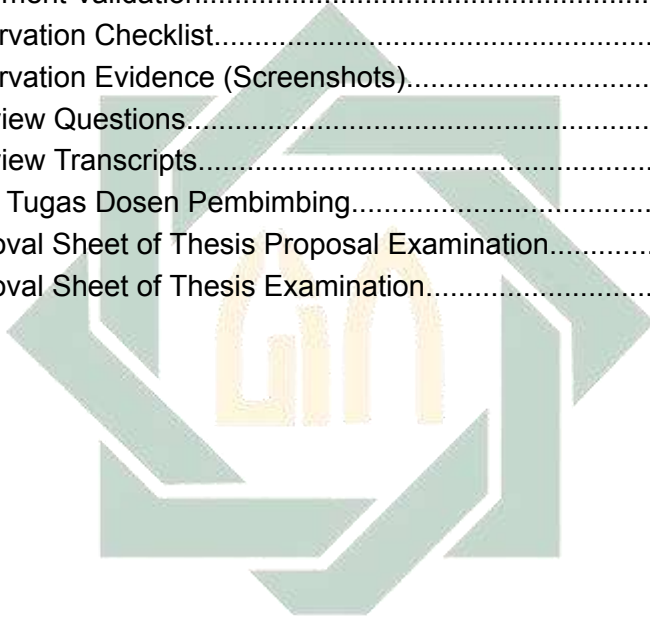
Keywords: *kehadiran sosial, Google Classroom, LMS, ELT, pembelajaran daring*

Penelitian ini bertujuan untuk mengidentifikasi fitur Google Classroom yang mendukung kehadiran sosial serta menganalisis bagaimana mahasiswa ELT memanfaatkan fitur-fitur tersebut untuk mempertahankan interaksi, kolaborasi, dan partisipasi dalam lingkungan pembelajaran daring. Penelitian ini dilatarbelakangi oleh meningkatnya penggunaan Learning Management System (LMS) dalam pembelajaran Bahasa Inggris serta minimnya kajian empiris mengenai bagaimana social presence terbentuk di Google Classroom, khususnya dalam konteks pendidikan tinggi di Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan metode observasi kelas dan wawancara semi-terstruktur. Observasi dilakukan pada satu kelas IMLT yang terdiri dari 109 mahasiswa, kemudian dilanjutkan dengan wawancara terhadap sepuluh partisipan yang dipilih secara purposif. Data dianalisis menggunakan teknik analisis tematik berdasarkan kerangka kerja analisis kualitatif Creswell. Temuan menunjukkan bahwa Google Classroom mendukung social presence melalui empat kelompok fitur utama: (1) Stream dan komentar untuk visibilitas dan kesadaran, (2) komentar publik dan privat untuk komunikasi akademik, (3) alat kolaboratif seperti Google Docs, Slides, dan fitur Question untuk partisipasi aktif, serta (4) fitur Classwork dan pengumpulan tugas untuk pengelolaan tugas dan interaksi umpan balik. Selain itu, temuan menunjukkan bahwa mahasiswa secara aktif memanfaatkan fitur-fitur tersebut untuk menjaga keterhubungan, berkomunikasi dengan teman dan dosen, berkolaborasi melalui dokumen bersama, serta mengelola tanggung jawab akademik mereka. Kesimpulannya, penelitian ini menegaskan bahwa social presence dalam Google Classroom terbentuk melalui kombinasi antara kemampuan platform dan praktik keseharian mahasiswa. Temuan ini memberikan implikasi praktis bagi dosen ELT dalam mengoptimalkan pembelajaran berbasis LMS serta berkontribusi secara teoretis pada pemahaman mengenai kehadiran sosial dalam lingkungan belajar digital.

LIST OF CONTENTS

ABSTRACT	6
ABSTRAK	7
ACKNOWLEDGEMENTS	8
LIST OF CONTENTS	10
LIST OF FIGURES	12
LIST OF ABBREVIATION	13
CHAPTER 1 INTRODUCTION	15
A. Background of the Study.....	16
B. Research Question.....	22
C. Objectives of the Research.....	23
D. Significance of the Study.....	23
E. Scope and Limitation of the Research.....	24
F. Definition of Key Terms.....	25
CHAPTER II THEORETICAL FRAMEWORK	28
A. Theoretical Framework.....	28
1. Learning Management System.....	28
2. Google Classroom.....	30
3. Dimension of Presences.....	32
B. Previous Studies.....	32
CHAPTER III RESEARCH METHOD	37
A. Approach and Research Design.....	37
B. Researcher Positionality.....	38
C. Research Site.....	38
D. Sources of Data.....	40
E. Research instrument.....	41
F. Data analysis technique.....	42
G. Trustworthiness.....	43
H. Research Stages.....	44
CHAPTER IV FINDINGS AND DISCUSSION	47
A. Findings.....	47
1. Features that support the types of social presence in Google Classroom as a Learning Management System in English Language Teacher Training.....	48
2. The utilization of social presence features in Google Classroom by students.....	57
B. Discussions.....	63
CHAPTER V CONCLUSIONS AND SUGGESTIONS	72

A. Conclusions.....	72
B. Suggestions.....	73
REFERENCES.....	76
APPENDICES.....	79
Appendix 1 : Instrument Validation.....	79
Appendix 2 : Observation Checklist.....	80
Appendix 3 : Observation Evidence (Screenshots).....	82
Appendix 4 : Interview Questions.....	87
Appendix 5 : Interview Transcripts.....	89
Appendix 6 : Surat Tugas Dosen Pembimbing.....	95
Appendix 7 : Approval Sheet of Thesis Proposal Examination.....	96
Appendix 8 : Approval Sheet of Thesis Examination.....	97



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF FIGURES

Figure 4.1. Features that support the types of social presence in Google Classroom by Participants	41 41
Figure 4.2. The utilization of social presence features in Google Classroom by	48



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

Appendix 1 : Instrument Validation	71
Appendix 2 : Observation Checklist	71
Appendix 3 : Observation Evidence (Screenshots)	73
Appendix 4 : Interview Questions	78
Appendix 5 : Interview Transcripts	79
Appendix 6 : Surat Tugas Dosen Pembimbing	85
Appendix 7 : Approval Sheet of Thesis Proposal Examination	86
Appendix 8 : Approval Sheet of Thesis Examination	87



UIN SUNAN AMPEL
S U R A B A Y A

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